



## T E Mabry Middle

35 Oakland Ave.  
Inman, SC 23949

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	479 Students	
<b>Principal</b>	Brian Batson	864-472-8402
<b>Superintendent</b>	Dr. Jimmy Littlefield	864-472-2846
<b>Board Chair</b>	Mr. Michael Smith	864-472-2846

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

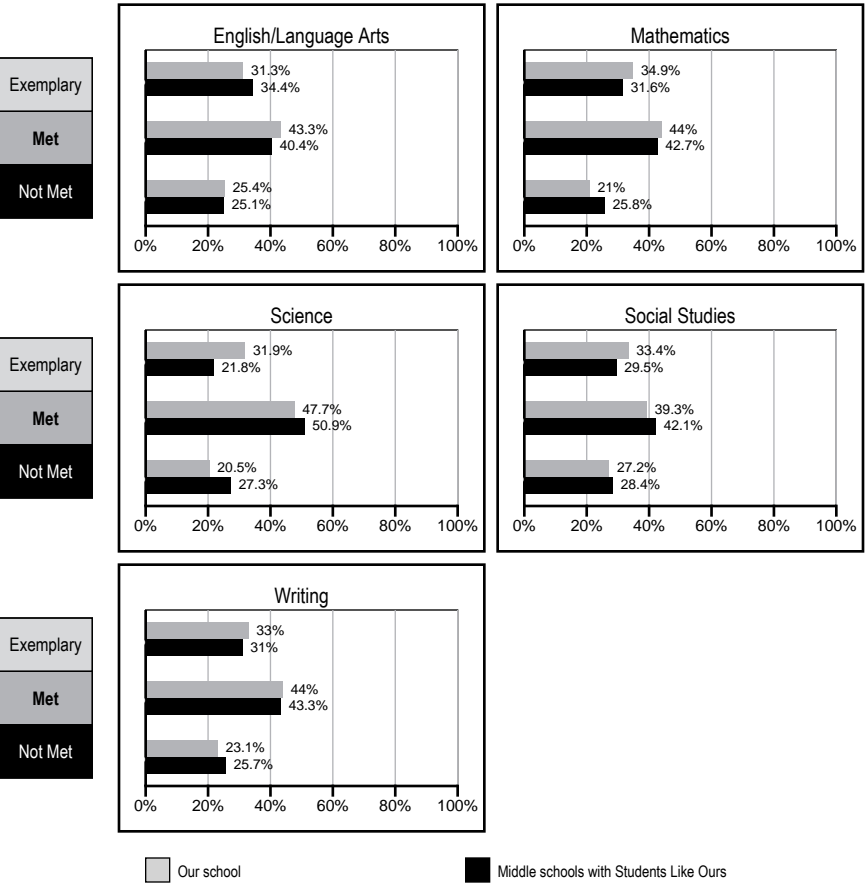
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	11	37	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.3%
English 1	N/A	96.9%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=479)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	10.0%	Up from 5.7%	22.7%	21.6%
Retention rate	1.1%	Up from 0.2%	1.1%	1.2%
Attendance rate	95.9%	No Change	95.9%	95.9%
Eligible for gifted and talented	19.8%	Down from 20.0%	17.8%	14.8%
With disabilities other than speech	13.2%	Down from 14.3%	11.6%	12.6%
Older than usual for grade	1.0%	Down from 1.2%	2.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	65.8%	Down from 67.6%	57.3%	56.9%
Continuing contract teachers	81.6%	Up from 81.1%	75.9%	72.7%
Teachers with emergency or provisional certificates	5.6%	Down from 6.1%	4.9%	5.3%
Teachers returning from previous year	90.1%	No Change	85.3%	82.9%
Teacher attendance rate	95.1%	Down from 96.7%	95.2%	95.2%
Average teacher salary*	\$47,833	Up 4.6%	\$47,084	\$46,599
Professional development days/teacher	9.5 days	Down from 21.1 days	10.7 days	10.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 19.3 to 1	21.8 to 1	20.1 to 1
Prime instructional time	90.3%	Down from 91.3%	90.0%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	98.8%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,759	Up 8.1%	\$6,934	\$7,645
Percent of expenditures for instruction**	63.6%	Up from 61.6%	63.8%	63.4%
Percent of expenditures for teacher salaries**	62.1%	Up from 60.4%	57.7%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

T. E. Mabry Middle School continues to provide a quality education for our students. Mabry Middle School is a MMGW (Making Middle Grades Work) school that utilizes the framework established by the Southern Region Educational Board. Mabry Middle implemented a school-wide literacy initiative and, in our first year, set a goal to read 1,000,000 pages, and we surpassed that goal by reading over 1,500,000 pages.

Mabry had twenty students that were named Junior Scholars and four students that were identified as Duke/TIP scholars. We inducted eighty-four students into the Junior Beta Club. Our athletic teams had a great year, with record numbers of students participating. Our Fine Arts programs also represented us very well and won numerous awards. Over 50% of our students participated in one of our fine arts programs and close to 80% either participated in fine arts or were on an athletic team.

We are very grateful to the athletic booster club, PTO, and SIC for the support each group provided throughout the year. Our focus is to continue to focus on building literacy and creating successful transitions from elementary, to middle, to high school. We look forward to the challenges that each year will bring.

Brian M. Batson, Principal  
Bill Hightower, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	215	91
Percent satisfied with learning environment	97.6%	90.7%	90.0%
Percent satisfied with social and physical environment	100.0%	88.8%	78.7%
Percent satisfied with school-home relations	92.7%	87.4%	76.1%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

\* Or greater than last year

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	467	99.8	25.4	43.3	31.3	83.3	86.6	82.8	Yes	Yes
Gender										
Male	232	99.6	30	40.5	29.5	80.5	84.6	79.3	N/A	N/A
Female	235	100	21.1	46.1	32.9	86	88.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	359	99.7	23.3	42.4	34.3	85.8	88	89.5	Yes	Yes
African American	89	100	34.9	43	22.1	73.3	77.3	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91.7	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	84.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	54	98.2	77.6	20.4	2	34.7	50.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	34.8	47.8	17.4	69.6	82.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	223	99.6	31.6	45.9	22.5	78.5	81.3	75.5	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	467	99.8	23	48	29	85.3	86.7	78.9	Yes	Yes
Gender										
Male	232	99.6	23.6	43.6	32.7	86.4	86.2	77	N/A	N/A
Female	235	100	22.4	52.2	25.4	84.2	87.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	359	99.7	21.8	46.8	31.4	86.6	88	87.2	Yes	Yes
African American	89	100	31.4	47.7	20.9	76.7	75.7	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	86.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	54	98.2	75.5	22.4	2	40.8	53	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	26.1	52.2	21.7	87	85.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	223	99.6	27.8	49.3	23	81.3	82.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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## Science

All Students	353	99.7	20.5	47.7	31.9	79.5	80.1	67.5
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## Gender

Male	170	99.4	19.8	43.8	36.4	80.2	80	67
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Female	183	100	21.1	51.1	27.8	78.9	80.2	68
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## Racial/Ethnic Group

White	265	99.6	18.8	45.9	35.3	81.2	82.3	79.5
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African American	74	100	26	53.4	20.5	74	67.8	50.3
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Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87	84.3
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.4	60.7
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
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## Disability Status

Disabled	41	97.6	68.4	28.9	2.6	31.6	46.5	35.6
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## Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
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## English Proficiency

Limited English Proficient	15	100	20	60	20	80	74.3	59.6
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## Socio-Economic Status

Subsided meals	173	99.4	24.8	51.5	23.6	75.2	72.4	55.1
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## Social Studies

All Students	354	99.7	27.2	39.3	33.4	72.8	80.9	72.3
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## Gender

Male	180	99.4	22.9	37.6	39.4	77.1	81.5	71.5
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Female	174	100	31.5	41.1	27.4	68.5	80.4	73.2
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## Racial/Ethnic Group

White	276	99.6	27.7	34.8	37.5	72.3	81.8	80.7
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African American	64	100	27.9	55.7	16.4	72.1	73.1	60
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Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.3	88.5
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	83.3	68
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
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## Disability Status

Disabled	42	97.6	73	16.2	10.8	27	50	43.5
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## Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
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## English Proficiency

Limited English Proficient	22	100	14.3	47.6	38.1	85.7	85.9	67.9
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## Socio-Economic Status

Subsided meals	167	99.4	30.5	44.8	24.7	69.5	75.8	62.1
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Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	471	98.9	23.1	44	33	76.9	76.5	70.2	95.9	96.5
<b>Gender</b>										
Male	230	99.1	30.3	43.4	26.2	69.7	70.5	63.2	96.2	96.5
Female	241	98.8	16.2	44.4	39.3	83.8	82.8	77.5	95.6	96.4
<b>Racial/Ethnic Group</b>										
White	363	98.6	22	42	36	78	78	79.1	95.5	96.3
African American	89	100	31	46	23	69	67.6	57.6	97.1	97.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.7	86.2	97.2	97.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65.2	62.6	98.3	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	92
<b>Disability Status</b>										
Disabled	56	96.4	80.4	17.6	2	19.6	26.8	26.1	94.6	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	95.8	13	73.9	13	87	69	61.2	96.1	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	225	98.2	25.6	48.3	26.1	74.4	68.3	58.9	95.2	95.9

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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## English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	240	99.6	27.6	42.2	30.2	72.4
	8	227	100	23.1	44.4	32.4	76.9

## Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	240	99.6	20.7	51.3	28	79.3
	8	227	100	25.5	44.4	30.1	74.5

## Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	240	99.6	14.2	51.3	34.5	85.8
	8	113	100	33.6	40	26.4	66.4

## Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	240	99.6	33.6	36.6	29.7	66.4
	8	114	100	13.2	45.3	41.5	86.8

## Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	245	99.2	24.1	40.1	35.9	75.9
	8	226	98.7	22	48.2	29.8	78

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample